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ABSTRACT

During the second year of a projected three-year pilot program developed to help future teachers learn how to infuse career education into their future teaching experiences, twenty-nine students participated in a three-course, nine-semester-hour program offered by Eastern Connecticut State College, which included two supervised seven-week interships in a local business, industry, or social agency. The program was designed to meet the following objectives: to affect positive attitudes toward the dignity of work; to bring about realistic understandings about the complex nature of the world of work; to develop understandings about the contributions of schools to the well-being of people; to teach ways in which curriculum materials in career education can be used in the regular school program; and to provide opportunities for exposure to a variety of career-related experiences. Results following the project evaluation indicated that the students involved demonstrated substantial growth in their knowledge about career education, attitudes toward the world of work, and understanding of the role of schools in career education as compared to a control group of other college students and teachers in the field. Conclusions were drawn concerning the strengths and weaknesses of the program, and recommendations were made regarding modifications for the proposed third year. (Data and evaluation from the first year of the project are reported in a separate document). (BM)

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ED145195

PREPARATION OF PROSPECTIVE TEACHERS FOR CAREER/VOCATIONAL EDUCATION

FINAL REPORT

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Eastern Connecticut State College
Windham Street
Willimantic, Conn. 06226

June, 1977

Points of view or opinions stated do not necessarily represent official opinion or policy of state or federal governmental agencies, as the writers are encouraged to express freely their professional judgement in the conduct of the project.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
RESEARCH AND PLANNING UNIT
HARTFORD, CONNECTICUT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SUMMARY PAGE

The most successful programs in Career Education will more than likely be carried on in the classrooms of our public schools. Classroom teachers can be the single most influential support for career development learning since they are with our children most often during the important formative years. Hence, teachers with an understanding and knowledge of career education have a significant impact on learning experiences and the growth of children.

The general goal of the Eastern Connecticut State College Exemplary Project is to provide a program of professional study for future teachers; to help them learn how to infuse career education into the on-going learning experiences in their future classrooms. More specifically, the project is designed to affect positive attitudes toward the dignity of work, bring about realistic understandings about the complex nature of the world of work, develop understandings about the contribution of the schools to the well-being of people, teach ways in which curriculum materials in career education can be used in the regular school programs, and provide opportunities for exposure to a variety of career-related experiences.

The Eastern Connecticut State College Career Education program is a three course (9 s.h.) sequence offered to undergraduate education students and others interested in human service professions. The program meets the college's requirements for an academic minor concentration and consists of:

1. C.E. 200 - Curriculum in Career Education, a course in the philosophy and curriculum of career education, offered in the fall semester, and

2. two exposure-oriented courses offered in the spring semester: C.E. 201 - Practicum in Career Education, a concentrated exposure in three trade areas taught at The Windham Regional Technical School, and C.E. 202 - Internship in Career Education, two supervised seven week internships in a local business, industry or social agency.

Twenty nine students participated in the program during the 1976-77 academic year. This was the second year of a projected three year pilot program. Students were exposed to a variety of learning experiences designed to achieve the stated project purposes.

The project was evaluated by an external research analyst, several resource people and by project staff. Data was gathered formally and informally. The results indicate the students in the project demonstrated substantial growth in their knowledge about career education, attitudes toward the world of work, and the role of the schools in career education as compared to control group data consisting of other college students and teachers in the field.

Conclusions were drawn concerning the strengths and weaknesses of the program and recommendations were made regarding modifications for the proposed third year.

TABLE OF CONTENTS

PREFACE. 1
Acknowledgements. 3

THE EASTERN CONNECTICUT STATE COLLEGE
EXEMPLARY PROJECT 4
The Setting of the ECSC Exemplary Project . . .5
Objectives. 6
Students 7
Course Descriptions 8

PROCEDURES 9

EVALUATION PROCEDURES. 12

FINDINGS AND CONCLUSIONS 13
Evaluation of Program Objectives 14

RECOMMENDATIONS. 15

APPENDIX . . . . . .
Resource People 17
Cooperating Firms, Schools and Agencies . . . 18
Course Activities and Projects. 19
C.E. 200 - Course Outline 20
C.E. 202 - Letter of Introduction 21
C.E. 202 - Student Information. 22
C.E. 202 - Student Data Form 23
C.E. 202 - Letter to Internship Supervisors . 24
Career Education Information Inventory. . . . 25
Career Education Pre-service Program
Evaluation Checklist 27

PREFACE

As indicated in the first report of this program, the Exemplary Project in Career/Vocational Education at Eastern Connecticut State College is predicated on two major assumptions: first, that the public schools have a responsibility to help students to make viable career decisions, and second, that teachers play a major role in the educational growth of children.

Career Education, in this exemplary project, is defined as a total process of education in which career learnings are infused in the normal on-going curriculum of the school. Career learnings are those attitudes, skills and knowledge which assist people in making sound career choices. Infusion is a teaching technique or method which uses desirable career learnings as continual ingredients in every part of the curriculum at all levels. Curriculum is not changed through the infusion of career education learnings, it is enhanced and made more alive.

In contrast to curriculum integration where two or more disciplines may be used simultaneously to compliment each other and then separated again, infusion combines the parts of a curriculum in a process similar to the baking of a cake. Career Education ingredients are identifiable but do not become separated out at some later time. Career education is not then a subject in itself taught at some specific time, but rather a

catalytic agent (taught) all of the time.

Many parts of a "career education curriculum" are currently found in all public school programs. They are often, however, fragmented, out of focus and non-directed, in effect, a hit or miss approach subject to the interests and skills of particular teachers. Career Education offers a comprehensive program occuring in every learning situation at all grade levels.

Career Education recognizes that its roots are in the early home life of students prior to the time they enter the public schools, and its fruition is long after the students have left public education. It is, therefore, part of a life-long process through which people purposefully seek to fulfill their lives. Career Education has become a way in which formal education and the work of other human services contribute to the lives of people during a period in time which is very complex and demanding. Human services and other social service agencies are those public and private organizations which deal directly with the welfare of people in a variety of situations.

Career Education is an answer, not the answer to helping people. It requires the interest and cooperation of the educational establishment and the world of work, and it requires professional preparation by educators. This project seeks to facilitate the preparation of teachers and others interested in human services occupations to be spreaders of the word.

Acknowledgements

Special thanks are in order for a variety of people and agencies for their continued advice and assistance and support; among them: The Research and Planning Unit, Division of Vocational Education of the Connecticut State Department of Education for their continued support and financial assistance and particularly the work of Dr. Fred Haddad, the assistance from Career Education resource centers such as NARES and CERC and particularly to Miss Carolyn Cooper for her invaluable work on our spring conference, the staff of Windham Regional Technical School for their participation in the Practicum phase of our project and many community people from business, industry and social agencies for their continued participation and advice.

The project is indebted to the faculty, staff and administration of Eastern Connecticut State College and the Department of Education without whose continued support the project could not function; also, to the Windham Public Schools who have always been loyal supporters of our endeavors, and particularly Mrs. Ellen Franklin for her participation. The photographs in this report are the fine work of Hugh Kelley.

We are especially indebted to the students who participate in the project each year. Their enthusiasm and commitment to career education is a lasting source of hope for our success.

THE EASTERN CONNECTICUT STATE COLLEGE EXEMPLARY PROJECT

During the period 1976-78, Connecticut is charged with putting into action the primary goal of career education as stated by the State Department of Education in its March 1975 Task Force Report entitled "Career Education in Connecticut". That goal is: all students will be able to choose, plan and prepare for, enter and succeed in, a life's work or career that will provide self-fulfillment and make a contribution to society.

Early this year, school systems in Connecticut were required to file a Career Education policy statement with the State Department of Education and by this November, an implementation plan. The ball is beginning to roll and is picking up momentum. However, many school systems are distinctively at disadvantage in that professional staff who are knowledgeable about career education are few and far between. Career Education Resource Centers, although actively involved in all regions of the state and contributing magnificently, will not be able to provide enough services to fulfill the needs of all school systems. Career education services, like any form of help, must be actively sought by all levels of educators.

Among the efforts of the State Department of Education to develop Career Education in Connecticut, is the funding of special pilot projects. The Exemplary Project in Career/Vocational Education at Eastern Connecticut State College is one of those projects. Now having completed its second year, the Eastern

Connecticut State College Exemplary project seeks to find ways to prepare undergraduate education students and others interested in human services occupations to develop programs in career education at the "people level", more particularly in the classrooms of our public schools.

An extensive review of the professional literature conducted in early 1976 indicated that Eastern Connecticut State College is unique among colleges and universities in the United States. It is one of a very few where career education programs are taught and perhaps the only college with an undergraduate concentration in career education for the preparation of prospective teachers in the eastern half of the country.

The Eastern Connecticut State College program has the potential for being a major contributor to the career education effort of the state, and a ground-breaking model for similar programs which may develop in other parts of the country in the future.

The Setting of the Eastern Connecticut State College Exemplary Project.

The Eastern Connecticut State College project is a three course (9 s.h.) sequence which provides a variety of traditional academic as well as clinical learning experiences, offered during the normal academic year and meets the college's requirements for an academic concentration. The program is conducted under the sponsorship of and is staffed by members of the Department of Education.

Objectives

The overall initial goal of the project was to provide professional preparation for prospective teachers at all grade levels in order that these teachers could use the ideas, concepts, and materials of career education in regular classroom settings when they begin to teach.

Ten specific objectives were designed for the 1976-77 project. At the completion of the program, students would:

1. understand the value of career-vocational education as an important part of every pupil's educational program,
2. describe learning activities and programs currently in practice in classrooms and school systems which are effective in helping pupils make career choices,
3. demonstrate ways of evaluating career education programs,
4. design programs, methods, materials and activities for the classroom which incorporate principles of career education,
5. identify skills, attitudes and knowledge currently taught through the public school curriculum which are common to many career fields,
6. understand the logical inquiry approach to decision-making and problem-solving, and use these skills in the study of career-related areas,
7. understand the complexities and relationships among career-vocational areas as indicated by the (USOE) fifteen career clusters,
8. understand the interdependence of labor and economic conditions, and the impact of each on the other,
9. identify ways in which the basic skills, knowledges, and attitudes required of most tradesmen and technicians can be taught in the traditional school program, and
10. relate internship and practicum experiences to classroom teaching.

Students

A total of twenty-nine students were enrolled in this year's program. Two students withdrew part way through the first semester and two of the students who completed the first semester were unable to participate in the second phase for personal reasons. Thirteen students completed the fall and spring parts of the program and an additional fourteen students were enrolled in the spring semester only.

Of the twenty seven students enrolled, four were seniors, two were sub-seniors, twelve were juniors, seven were sophomores and two were freshmen.

Course Descriptions

CE 200 Curriculum in Career Education - A course in the development of methods and materials in career education for use in public schools including an introduction to curriculum design, an overview of contemporary career education programs (K-12), and techniques of integrating career-oriented learnings with specific subject areas. Students will have opportunities to develop curriculum materials at the grade level of their choice. Appropriate readings, research, and other learning experiences will be used to support classroom activities.

CE 201 Practicum in Career Education - A hands-on learning experience in cooperation with Windham Regional Technical School through which students may study several technical areas. Students will concentrate on at least two fields and will also meet in weekly seminars.
Pre-requisite: CE 200.

CE 202 Internship in Career Education - A supervised learning experience in cooperation with a local business, industry, or agency. Students will work and study three to five hours per week, meet in seminar, and examine all facets of the business, industry, or agency.
Pre-requisite: CE 200.

Course related materials for CE 20^-201-202 are found in the appendix.

Machine tool program

at the Windham Regional

Technical School

PROCEDURES

1. Fall semester students met twice a week for one hour and fifteen minutes each for fifteen weeks.

C.E. 200 - Curriculum in Career Education dealt with the philosophy and the need for career education, the structure of career education programs, curriculum materials, teaching methods including lesson planning, unit planning and evaluation, values clarification, decision-making and community resources. Course description materials are found in the appendix.

Students were given the choice of two textbooks appropriate to their level of interest. Guest speakers and field trips were used to enhance learnings. The major emphasis in this course was the practical application of career education in schools and social service agencies. A list of learning activities is found in the Appendix.

2. Spring Semester students were enrolled concurrently in two courses which were experiential in nature.

C.E. 201 - Practicum in Career Education was held each Wednesday evening for a scheduled three hours per week at the Windham Regional Technical School and taught by WRTS Faculty. Students spent five sessions each in three shop areas: machine tool, home electrical and automotive, and were introduced to aspects of those occupational areas.

C.E. 202 - Internship in Career Education was a three to four hour per week supervised internship in a selected business, industry or social agency. During the semester, students were

expected to participate in two 7 week internships.

Students met weekly in a seminar session with the project directors to discuss their experiences in both the practicum and internship programs. Supplementary materials related to the practicum and internship courses, required projects and reports are found in the Appendix.

3. Curriculum Materials - A part of the thrust of this exemplary project is the development of career education resources. Many new materials were developed by the staff for use in the curriculum course. In addition, samples of a variety of materials, including curriculum guides have been gathered through conferences, consultations and visitations. A substantial amount of resource material is now organized and available for use by students.

4. Related Activities - During 1976-77, the project co-directors were active in continuing to broaden their professional backgrounds. Several visitations were made to school systems with creditable career education programs, conferences were attended, and local school systems availed themselves of the expertise and materials from this program.

The project advisory committee was kept appraised of the planning and program change, and evaluation sessions were held with the staff of WRTS, internship supervisors, advisory committee members, students and evaluators.

In addition, a conference entitled "Career Education Programs That Work" was conducted at Eastern Connecticut State College during the spring semester, cooperatively

sponsored by the ECSC project and the Northeast Area Regional Education Service (NARES). The conference was attended by forty-five professional educators and a number of students.

Mrs. Sheila Beach, a career education specialist formerly with the Capital Region Education Center, conducted a career education curriculum workshop on campus for students in the project. Other interested students were invited.

Dr. David Haines, project co-director, conducted a workshop session on the project at the First Annual Pot Luck Conference on Field Experiences in Teacher Education, at the Alton Jones Campus of the University of Rhode Island during the March semester break.

Automotive program at the Windham Regional Technical School

EVALUATION PROCEDURES

Three basic elements of appraisal were designed to assist in evaluating the effectiveness of the project:

1.) Project staff members would informally gather information regarding the project from students, WRTS staff members, internship supervisors, etc.

2.) Staff members would evaluate the progress of students toward the desired learnings of the program through analysis of their completed assignments.

3.) Dr. Donald Thompson, Associate Professor of Education at the University of Connecticut was retained to conduct a formal evaluation. Pre and post tests were conducted using the Career Education Information Inventory (CE II) to determine the direction and extent of attitudinal and cognitive change. Dr. Thompson, in consultation with the project co-directors, developed a 39 item instrument entitled "Career Education Pre-Service Program Evaluation Checklist". This instrument dealt specifically with the ten objectives of the program. Both instruments are found in the Appendix.

FINDINGS AND CONCLUSIONS

Based on data generated from a variety of sources, the project enjoyed a favorable season. Although not without some rough spots, the program seemed to do what it was designed to do. The students appeared happy about the program and felt that it was a worthwhile learning experience. Internship supervisors were pleased with the attitudes and performance of their students, and the students were equally as responsive about their internships.

The staff of the Windham Regional Technical School were generally favorable about the 1976-77 project but raised the question of maturity in this year's class as compared to that of their predecessors. The same concern was raised by the project staff and borne out to a degree by some of the data from Dr. Thompson's evaluation. Although in many instances, students in the 1976-77 group did not achieve statistically significant change as measured by the CEII, change was substantial and noteworthy in both skill and attitude development.

Several major differences are worth describing between the students and the program in the first and second years of the project. First, on the average, the students in the first year group were almost one full year ahead of students in the second year. Second, the program in the initial year was being conducted during the semesters when most of the students were in student teaching, thereby providing a ready-made laboratory where ideas and concepts could be tested.

Third, almost every student in the first year program, as well as the project staff, carried the program as an overload and seemed highly motivated to carry out the extra assignment. Fourth, most of the students in the initial program had known each other over a four year period and they developed a high degree of camaraderie.

By contrast, students in the second year of the project were younger, had little if any prior experiences dealing with the professional education sequence at the college, were without access to school classrooms, participated in the program as a normal part of their college work, and were by and large strangers to each other. For many of the second year students, this was their first experience with an education course.

Evaluation of Program Objectives

Dr. Donald Thompson, having analyzed data from the Career Education Interest Inventory and the Career Education Pre-Service Program Evaluation Checklist concluded that in all but two cases, the stated objectives were well met. Objectives 1, 2, 4, 5, 7, 8, 9 and 10 were successfully achieved. Objectives 3 and 6, dealing with the evaluation of career education programs, and decision-making and problem solving were judged as needing improvement. Dr.Thompson has listed recommendations for these ares.

RECOMMENDATIONS

1. Based on Dr. Thompson's analysis of student responses, emphasis should be placed on evaluation techniques as indicated in objective #3.
2. Based on Dr. Thompson's analysis of student responses, additional emphasis should be placed on problem-solving theory and decision-making as indicated in objective #6
3. The program should be primarily aimed at juniors and seniors to take advantage of the professional sequence in the teacher preparation program particularly student teaching which provides a ready-made laboratory for curriculum concepts and materials.
4. The program should provide greater opportunity for students to work independently in curriculum development. This is possible because of the increased amount of curriculum materials which the project now has.
5. The project staff should devise a method for earlier placement and closer follow-up and supervision of students in the internship program.
6. The project staff should continue to seek even greater opportunities for community cooperation and develop a wider variety of internship opportunities.
7. There should be an increase in the visitation program during the first semester at pre-selected firms and agencies to help students develop more in-depth analysis of career concepts prior to internship assignments.
8. There should be greater use of community resources in

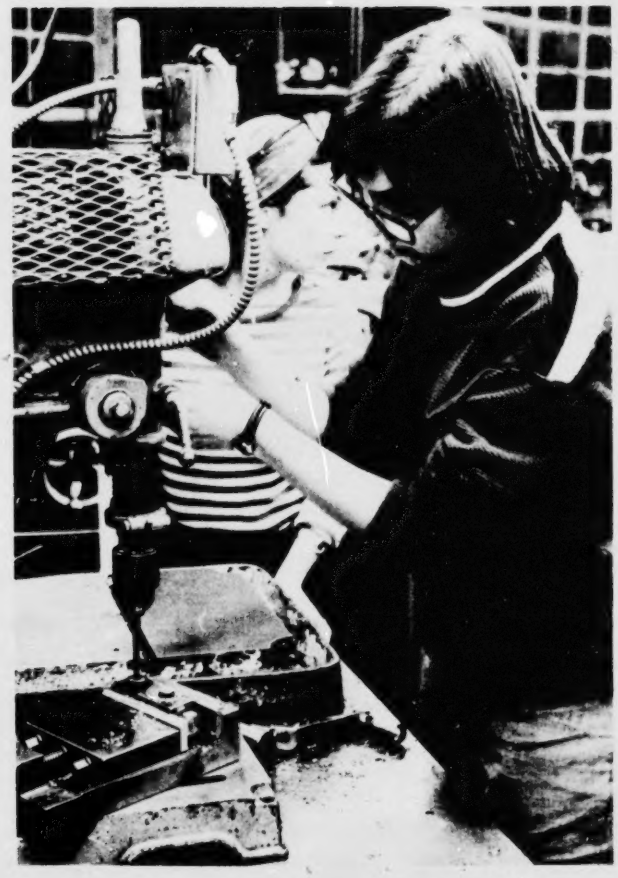
8. (cont.)

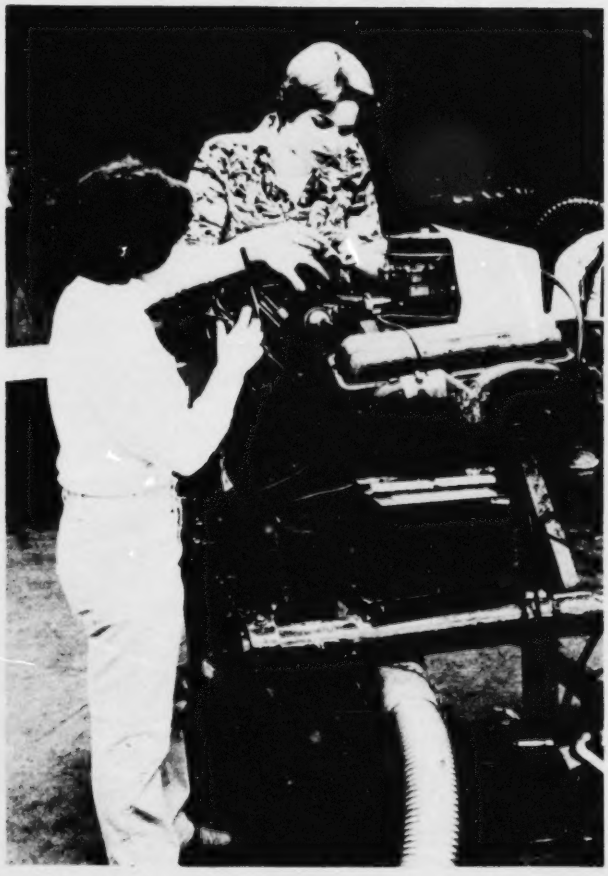
the curriculum course through the use of consultants, field trips, guest lecturers, etc.

9. The current sequence of courses and basic structure of the program should be maintained.

10. The basic format for course assignments and requirements should be maintained.

Machine Tool program
at the Windham Regional
Technical School





APPENDIX

RESOURCE PEOPLE

Sheila Beach, Guidance Counselor, Ellington High School

Carolyn Cooper, NARES, Wauregan

Becky Dean, Windham Community Memorial Hospital, Willimantic

Saul Dulberg, State Department of Education, Hartford

Douglas Fellows, Consultant, Hebron, Connecticut

Idana Flynn, Brand Travel Service, Willimantic

Ellen Franklin, Career Education Director, Windham Public Schools

Fred Haddad, State Department of Education, Hartford

Richard Haines, Guidance Director, Vocational-Technical High School, Quincy, Massachusetts

Patricia Hubert, Social Worker, Natchaug Hospital, Mansfield

Catherine Kandefer, Director, Career Planning and Placement, Eastern Connecticut State College

Alexander Lahoski, Whyte Acres Farm, Windham

John Root, Guidance Counselor, Parish Hill High School, Chaplin

Donald Thompson, University of Connecticut, Storrs

John Vose, American Thread Co., Willimantic

Staff - Windham Regional Technical School

Richard Civitello
Ralph Kelley
Benjamin Peters
Willis Thibeault
Felix Gryzch, Principal

Project Staff - Eastern Connecticut State College

Paul L. Benedict, Co-director
David G. Haines, Co-director
Bernhard Schreiber, Graduate Assistant

COOPERATING FIRMS, SCHOOLS AND AGENCIES

American Thread Company, Willimantic

Brand-Rex Corporation, Willimantic

Brand Travel Service, Willimantic

Capital Region Education Center (CREC), New Britain

Career Planning and Placement Office, Eastern Connecticut State College, Willimantic

Catalano Florist, Willimantic

Curriculum Center, Eastern Connecticut State College Willimantic

Gem Chevrolet, Inc., Mansfield

Hall and Bill Printing Co., Willimantic

Laramie Photography, Willimantic

Natchaug Hospital, Mansfield

Northeast Area Regional Education Service (NARES)Wauregan

Putnam Public Library

Radio Station WILI, Willimantic

Radio Station WXLS, Willimantic

Wentworth Real Estate Agency, Willimantic

Whyte Acres Farm, Windham

Willimantic Daily Chronicle

Willimantic Public Library

Willimantic Savings Institute

Windham Airport

Windham Community Memorial Hospital, Willimantic

Windham Public Schools, Willimantic

Windham Regional Planning Agency, Willimantic

Windham Regional Technical School, Willimantic

YMCA, Norwich

YMCA, Willimantic

During the three course sequence, students in the program were asked to participate in a variety of activities and complete several projects, as listed:

1. Survey of employment notices in local newspapers.
2. Brief cross-cultural labor comparison of a primitive society with our modern society.
3. Brief analysis of the need for labor in our society.
4. Simulations in decision-making and values clarification.
5. Sample lesson plan, using one of several formats reviewed in class.
6. People pryamid illustrating occupations related to a selected product.
7. Guest speaker and visit to a working farm.
8. Visit to ECSC Career Information Center.
9. Appropriate assigned readings including texts, professional journals and career education curriculum guides.
10. Visit to a local industrial plant.
11. Visit to the local airport and short demonstration flight.
12. Written log for C.E. 201 and 202 including learning statements, occupational information and job descriptions.
13. Ten lesson plans for grade levels and subject areas of the student's choice.
14. Career Education curriculum workshop and conference.
15. Cognitive exam in curriculum.
16. Career Education Information Inventory (CEII), pre and post test.
17. Career Education Pre-service Program Evaluation check list.

C.E. 200 CURRICULUM IN CAREER EDUCATION T-R 9:30 - 11:00
Portable #2
Dr. David G. Haines

COURSE DESCRIPTION: A course in career education including an overview of self and career awareness, values clarification, decision-making, career planning resources and materials. Emphasis will be placed on the career education programs in public schools. Curriculum methods and materials will be introduced along with techniques of infusing career education learnings into on-going classroom activities. Students will have opprtunities to concentrate on grade levels and subject areas of their choice.

Topic Areas To Be Covered

- What is career education? Why is it needed?
- Some dimensions of the world of work
- Self-actualizations and values clarification
- Decision-Making
- Career and Vocational Education services offered by the State Department of Education
- Career Education at the classroom level
- Curriculum workshop, Grades K-6
- Curriculum workshop, Grades 7-12
- Vocational and Technical Education
- Occupational counseling resources
- Commercially prepared career/vocational materials
- The role of the teacher in career education
- The role of other community resources in career education

Class activities:

- Assigned readings
- Visit to Career Center, J. Eugene Smith Library
- Field visit to a Career Education Curriculum Center
- lesson plans
- unit plans
- Career Education Information inventory (Pre-post)
- Term exam

Textbooks:

Choose one of the two listed below

Hoyt, Pinson, Larramore and Magnum, Career Education and the Elementary School Teacher, Olympus Pub. Co., 1963.
Evans, Hoyt and Magnum, Career Education in the Middle/Junior High School., Olympus Pub. Co., 1973.

EASTERN CONNECTICUT STATE COLLEGE
Career Education 202 Internship
Letter of Introduction

Date_____

TO: _____

_____

From: Bernie Schreiber, Coordinator
Career Education Internship Program

This will serve to introduce _____who is interested in completing the course requirements for the Career Education program through this internship. Students are required to complete _____hours of participation in a business or service such as yours.

Assigned to:_____

_____

Type of Service:_____

Time Available:_____

Other Information_____

- -

To the Student:

_____Call for appointment by _____Phone_____

_____Ask for _____

You will be expected to complete all work referred to on the assignment sheet and attend seminar discussions.

***The first seminar will be on Wednesday, January 19, at 4:00 P.M. in Room 10, Shafer Hall. See you there.

BS:bb
1/13/77

December 13, 1976

To: Career Education Internship Students

From: Bernie Schreiber, Internship Coordinator

The purpose of your internship experience is to provide you with an in-depth exposure to a business or community service agency so that you might better understand the world of work and its relationship to the classroom disciplines. You are expected to spend 3-5 hours per week in your internship. This means that over the 14 week semester, you should easily cover the minimum 50 hour requirement.

For the sake of clarity, I have listed the basic requirements below:

I. Work two jobs (each will cover a seven week period)

- A. They must be work experiences different from each other.
- B. They should be different from your own prior experiences.

II. Learning Expectations

- A. The basic skills of the job
- B. Qualifications for the job.
- C. Training needed for the job.
- D. Opportunities in this area of work.
- E. Know the relationship of job skills to classroom disciplines

III. Learning Activities

- A. Keep a Log
  1. Hours spent on the job - initialed by employer
  2. Write learning statements
- B. Write a job description for a person in that area
- C. Meet in weekly seminars scheduled tentatively for Wednesdays at 4:00 P.M.

Your first work experience will cover the period from January 17 to March 11, the second from March 21 to May 13 with the Spring break in between. This should be a great learning experience for you as well as enjoyable.

DGH:bb
12/13/76

Spring 1977

C.E. 202 - Internship in Career Education

Data Sheet

Name_____Transportation: Yes___No___

Address(Local)_____

_____Phone_____

Address (Home)_____

_____Phone_____

Fr._____Soph._____Jr._____Sr._____ Major_____

Prior Work Experience:_____

_____

_____

Mark your 1st, 2nd and 3rd choices.

_____Airport

_____Auto Dealer

_____Community Service Agency

_____Florist

_____Hospital

_____Insurance Agency

_____Library

_____Newspaper

_____Public School(Curriculum Development)

_____Radio Station

_____Real Estate Agency

_____Retail Store

_____Travel Agency

_____Other (please specify)

DGH:bb
12/13/76

STATE OF CONNECTICUT
EASTERN CONNECTICUT STATE COLLEGE
WILLIMANTIC, CONNECTICUT 06226

TELEPHONE
456-2231
AREA CODE 203

Dear

Thank you for your cooperation in our Career Education Internship Program. The purpose of this experience is to provide students with an in-depth exposure to a business or community service, so that as future teachers, they might better understand the world of work and become more effective classroom teachers.

The students are expected to participate in this internship for approximately three to five hours per week for seven weeks and should learn a great deal about your service and its relationship to the larger community. Please answer as many of their questions as possible concerning your service. Hands-on experience is very valuable.

The following students have been assigned to work with you and have been asked to contact you regarding their time schedule:

1st 7-week Period (January 17-March 11) _____

_____

_____

2nd 7-week Period (March 21-May 13) _____

_____

_____

Enclosed is a copy of the student information sheet, a schedule of the college's second semester, and other materials dealing with the Career Education Program at Eastern.

If you have any questions, comments, or problems that arise during the course of this internship program, please do not hesitate to contact me at Eastern (456-2231, Ext. 463 or 435) or at home (423-8271).

Again, thank you for your cooperation and good will.

Sincerely yours,

Bernie Schreiber

Bernie Schreiber
Internship Coordinator

Project Co-Directors:
Dr. Paul Benedict (Ext. 463)
Dr. David Haines (Ext. 420)

BS:bb
Enclosures

CAREER EDUCATION INFORMATION INVENTORY

DIRECTIONS: Read each statement carefully and decide how you feel about it. You are offered five possible answers to each statement. The "Undecided" answer should be circled only when you have no opinion. Please read each statement and circle:

SA if you strongly agree with the statement.
A if on the whole you would tend to agree.
U if you are undecided.
D if on the whole you would tend to disagree.
SD if you strongly disagree with the statement.

1.	Education should have positive implications for career development.	SA	A	U	D	SD
2.	All education should be career education.	SA	A	U	D	SD
3.	The focus of the academic disciplines should be related to the career plans of each student.	SA	A	U	D	SD
4.	Career development is a continuous process throughout the lifetime of an individual.	SA	A	U	D	SD
5.	Career education programs have no implications for the college bound.	SA	A	U	D	SD
6.	At the elementary level, career education should be taught using the cluster approach.	SA	A	U	D	SD
7.	Most students should possess some entry level skill in an occupation upon leaving high school.	SA	A	U	D	SD
8.	School curricula should be oriented to relate to career development.	SA	A	U	D	SD
9.	The school has the responsibility to help students make realiatic occupational decisions.	SA	A	U	D	SD
10.	The community is an excellent resource to use in a career education program.	SA	A	U	D	SD
11.	Teachers should spend specific blocks of time on career education.	SA	A	U	D	SD
12.	Education about careers should be integrated into the regular curriculum.	SA	A	U	D	SD
13.	Occupational role playing can be an effective way for students to learn about careers.	SA	A	U	D	SD
14.	The world of work should be an organizing center for the curriculum.	SA	A	U	D	SD
15.	Occupations should b e the starting points of instruction.	SA	A	U	D	SD
16.	Teaching plans should be organized around what people people do in their occupation.	SA	A	U	D	SD

17. Educationshould deal with people centered activities.	SA	A	U	D	SD
18. New facilities are needed in most schools to launch a career education program.	SA	A	U	D	SD
19. School personnel should seek the advice of local citizens in planning and evaluating career education programs.	SA	A	U	D	SD
20. A commitment from the school administration is not needed for a successful carrer education program.	SA	A	U	D	SD
21. Consideration should be given to the views of students in planning and evaluating career education programs.	SA	A	U	D	SD
22. Students need help in transferring what they learn in school to the real job situation.	SA	A	U	D	SD
23. The schools have the responsibility to help students develop career objectives.	SA	A	U	D	SD
24. Educational program should be planned to help students prepare for career education.	SA	A	U	D	SD
25. Students should be knowledgeable about the world of work before leaving school.	SA	A	U	D	SD
26. Students should be encouraged to develop long range goals and short range objectives related to the world of work.	SA	A	U	D	SD
27. The school curriculum should be related to the career goals of the students.	SA	A	U	D	SD
28. The interests of parents should be considered in developing the school curriculum.	SA	A	U	D	SD
29. The choice of an occupation is one of the most important decisions a person makes in his lifetime.	SA	A	U	D	SD
30. The process of a student choosing an occupation should be influenced.	SA	A	U	D	SD
31. Students presently have sufficient orientation to the possibilities in the world of work to make sound career decisions.	SA	A	U	D	SD
32. Once a student makes a career decision, he should be encouraged to pursue it.	SA	A	U	D	SD
33. Career education is more appropriate for boys than for girls.	SA	A	U	D	SD
34. A career education program should involve real life experiences.	SA	A	U	D	SD
35. "Hands on" experiences are essential to a good career education program.	SA	A	U	D	SD

36. The educational program should provide students with experiences which show the relationship between subject matter taught in school and its use in the world of work. SA A U D SD

37. Teachers are well prepared to teach in career education programs. SA A U D SD

38. College and university teacher educators do an excellent job in preparing teachers to teach in career education programs. SA A U D SD

39. For students to make realistic occupational decisions they should have an opportunity to compare their abilities, interests and needs with the requirements of various types of occupations. SA A U D SD

40. Students should be aware of the economic system and its implications for employment. SA A U D SD

41. Parents should be aware of career education experiences occuring in the school system. SA A U D SD

42. Evaluation of career education should be based solely upon the opinions of students. SA A U D SD

43. Career education should assist students in learning about and choosing a career. SA A U D SD

44. A major conveyor of career information should be the teacher. SA A U D SD

45. The major purpose of career education is to help young people discover their individual interests and abilities. SA A U D SD

46. Commercially developed career oriented games may be considered as resource materials in career eduaation. SA A U D SD

47. Work experienee should be an integral part of a program of career education. SA A U D SD

48. Career education for girls should center on secretarial, nursing and teaching skills. SA A U D SD

49. Career education should be interdisciplinary. SA A U D SD

50. Career education should be concerned with helping each student develop a positive self-image. SA A U D SD

51. Experiences in career education should allow students to evaluate their interests and abilities. SA A U D SD

52. A guidance program should be an integral part of career education. SA A U D SD

53. Career education is for those students who are not able to succeed in an academic program. SA A U D SD

54. Educational systems should be concerned with the placement of some terminating students into entry-level jobs. SA A U D SD

55. Career education should serve all students in a school system. SA A U D SD

56. Special emphasis in career education should be focused on helping the student to succeed in his career SA A U D SD

57. Representatives from business and industry can serve as excellent resource personnel for the career education program. SA A U D SD

58. Helping children develop occupational awareness should be an emphasis from kindergarten through grade six. SA A U D SD

59. The major purpose of career education is to help young people explore the many avenues of productive activity that might challenge and enlarge their individual talents. SA A U D SD

60. Occupational exploration should be integrated into grades seven through nine. SA A U D SD

61. Career education should help students develop positive attitudes toward work. SA A U D SD

62. Career preparation should take place in grades ten through post-secondary. SA A U D SD

63. Prospective teachers completing teacher education programs should be prepared to teacher career education SA A U D SD

64. Citizens advisory committess should be involved in planning career education programs. SA A U D SD

65. It is important to involve parents in planning career education programs. SA A U D SD

66. The major purpose of career education is to help young people learn the wise exercise of freedom of choice, self-direction, self-discipline and responsibility. SA A U D SD

67. A placement system should be an integral part of any career education curriculum. SA A U D SD

68. Occupational exploration is best accomplished through a cluster approach. SA A U D SD

69. Relating a student's studies to the world of work should increase his motivation. SA A U D SD

70. Follow-up studies of former students should be an important part of any career education program. SA A U D SD

71. A career education program should enhance the social skills of the students. SA A U D SD

72. The career plans of students should be influenced by educators. SA A U D SD

CAREER EDUCATION PRE-SERVICE PROGRAM EVALUATION CHECKLIST

This questionnaire is designed to assist program personnel to improve the Career Education program in future years. Your answers regarding your experience and impressions of the program will be invaluable in the development and conduct of next years program. You do not need to sign the questionnaire and your answers will be completely confidential, so please express your true feelings and impressions.

Instructions

Read each statement carefully and decide whether you agree or disagree with the statement. If your feelings are particularly strong regarding a statement, either in agreement or disagreement, you should circle strongly agree or stongly disagree. Circle the one number for each questions which accurately reflects your feelings.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The purpose of the career education classes were clear to me.	4	3	2	1
2. The purposes of the practicum at WRTS were clear to me.	4	3	2	1
3. The purposes of the internships were clear to me.	4	3	2	1
4. In the career education classes, I learned a great deal about the problems that youth face in growing up in today's world.	4	3	2	1

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
5. Through the career education classes, I have a better understanding of the problems of minority youth in entering the world of work.	4	3	2	1
6. The career education classes helped me to see the need for teachers to assist pupils in making career related decisions.	4	3	2	1
7. The materials distributed in the career education classes helped me to better understand how to infuse career education into the on-going school curriculum.	4	3	2	1
8. I can not relate what I learned in the internship and practicum experience to my future classroom teaching.	4	3	2	1
9. As a result of participating in the career education classes, I have a better understanding of the decision-making and problem-solving process and how to use these skills in teaching career related areas	4	3	2	1
10. I didn't learn anything new in the WRTS practicum	4	3	2	1
11. The career education classes, practicum and internship helped me to understand the value of career-vocational education as an important part of my pupils' educational programs.	4	3	2	1

Statments	Strongly Agree	Agree	Disagree	Strongly Disagree
12. The information presented in career education classes was not relevant to social (human) service agencies other than schools.	4	3	2	1
13. Through participation in career education, I have a better understanding of the world of work.	4	3	2	1
14. The career education classes taught me about learning activities and programs which help students make career choices.	4	3	2	1
15. The information presented in the career education classes was not relevant to public school programs.	4	3	2	1
16. As a result of the career education classes, I understand the interrelationships of career-vocational areas which are represented by the fifteen career clusters.	4	3	2	1
17. The career education classes taught me about ways of evaluating career education programs.	4	3	2	1
18. The career education classes did not help me to understand the sequential nature of career education.	4	3	2	1
19. The outside speakers in the career education classes were a worthwhile part of the program.	4	3	2	1
20. As a result of participating in the career education program (classes, practicum & internships) I have a better understanding of the skills required in the world of work.	4	3	2	1

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
21. As a result of participating in the career education program (classes, practicum, & internships) I have a better understanding of the feelings workers have towards their jobs and employers.	4	3	2	1
22. I didn't learn anything new in the internships.	4	3	2	1
23. The career education classes taught me how to design programs, methods, materials and activities through which I can incorporate the principles of career education into my classroom.	4	3	2	1
24. Having participated in the WRTS practicum will make me a better teacher.	4	3	2	1
25. As a result of participating in the career education program (classes, practicum & internship) I have developed a greater appreciation of the positive and negative aspects of a variety of work situations.	4	3	2	1
26. As a result of the career education program (classes, practicum & internship) I have a better understanding of the way basic academic skills and knowledge are used in the world of work.	4	3	2	1
27. As a result of the WRTS practicum I have a better understanding of tools, equipment, materials and processes used in the selected vocational areas.	4	3	2	1

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
28. The instructors in the career education classes really knew their subject.	4	3	2	1
29. The career education classes, practicum and internship have given me a better perspective on the relationship of labor and economic conditions and the impact of each on the other.	4	3	2	1
30. Having attended the career education classes will make me a better teacher.	4	3	2	1
31. Having participated in the internships will make me a better teacher.	4	3	2	1
32. The career education classes did not relate theory to practice.	4	3	2	1
33. The career education classes met my expectations.	4	3	2	1
34. The WRTS practicum met my expectations.	4	3	2	1
35. The internships met my expectations.	4	3	2	1
36. Overall (considering the classes, practicum & internship) I feel the program is valuable and a positive contribution to prospective teachers.	4	3	2	1
37. This program should be continued in future years.	4	3	2	1

Comments

38. Please indicate any changes you feel would improve the quality of the program. (Consider, the classes, internship and practicum).

39. Please indicate those things you feel are particularly strong and positive about the classes, internship and practicum.